

Session 2 “Education Methodologies of Education for International Understanding” Summary

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Education methodologies of education for international understanding were primarily discussed in this session. With internationalization and globalization taking place in all aspects of society including economy, culture and information, nobody can doubt the importance of education for international understanding. However, in line with the phrase “easier said than done,” the reality of the situation is that from the perspective of actual education it is not being adequately implemented. Although there are various reasons for this, it could be said that one of the reasons is that education methodology has not been established. In this session, steps being implemented for education for international understanding at national universities, in teaching materials, and research fields with special focus on the current status of educational methodologies will be presented. These topics and developments will then be discussed.

The first presenter is Daegu National University of Education’s Professor Ii Myun-Suk specializing in educational psychology. Next is Seoul National University of Education’s Professor Shin Han-Gyun specializing in mathematics education. The third presenter is Daegu National University of Education’s Professor Min Chun-Shik specializing in alternative education. Naruto University of Education’s Professor Harumi Ito specializing in English education will present last. Although fields of research and countries (Japan and Korea) are different, the four were asked to present based on three main points. The first is to briefly present on results of recent research and application of those results in line with the format prepared for this session. The second is from the perspective of each one’s area of specialization, to talk about how they perceive education for international understanding and how they are approaching the topic. And, third, during normal university lectures and exercises, what innovations are employed for (furthering) international understanding with special emphasis placed on educational methodology.

The author, as the coordinator, will point out remarks of note from the contents of these four presentations. First, with respect to Professor Ii Myun-Suk, the remark that international education has changed from the existing unilateral format to a bi-lateral format is noteworthy. Furthermore, the remark that a multi-lateral approach is required in the current environment of globalization is also noted. This point is, quite simply, reflected in the fact that the Asian Education Symposium has been held not only with the participation of researchers from Japan and Korea but also from China and Vietnam, and could be taken as indicating a single method in future education for international understanding and research for international education.

Next, with respect to Professor Shin Han-Gyun, the remark that even though mathematics

as the original lingua franca is comprised of expressions, teaching these expressions with the status quo employing methods reflecting the culture of individual countries in mind, activities for aiding international understanding such as considering mathematics history and measurement units, and the use of game activities such as puzzles and quizzes from foreign cultures will be significant in the future is noted.

Further, the report by Professor Myun Chun-Shik in which in order to avoid isolating disabled students in inclusion type learning where students with mental disabilities are included in regular classes, activities incorporating traditional games were adopted with the efficacy of these activities being empirically verified was also memorable. Essentially, international understanding is not simply hindered by physical barriers, but also about language and cultural barriers, and health and physical barriers. He believes that transcending these barriers in the broadest sense with the establishment of an educational format for mutually learning from each other is an issue for the future.

And, finally, Professor Harumi Ito said that education for international understanding is not recognized as an independent subject under the Education Ministry guidelines and the Educational Personnel Certification Law with the reality that it is left up to the intuition and experience of individual teachers. Her proposal based on efforts at her university on how to nurture curriculum development capabilities for education for international understand was noteworthy. It could be said that in the future, within a context of reciprocal teacher training in Asian countries and exchanges in curriculum development experience, the theorization of educational methods in the broad sense for education for international understanding is a pressing issue.

After these four presentations at 20 minutes each ended, a panel discussion was convened following a break. The four panelists were Hyogo Prefecture Isou Elementary School's Teacher Tsuyoshi Ozaki, Hyogo University of Teacher Education's Professor Yukihiro Goto (specializing in health and physical education), Daegu National University of Education's Professor Min Kyun-Fun (specializing in music education), and Seoul National University of Education's Professor Kan Oku-Ryo (specializing in pre-school education and special needs education). First opinions, comments and questions for presentations in the first half of the session were taken, and then based on these responses presenters spoke of their own efforts for international understanding.

Extracts from opinions expressed appear below. First Teacher Tsuyoshi Ozaki presented on involving children in environmental protection which is a common issue for humanity. He explained an exercise in expanding the wave of exchanges with activities such as the joint creation of posters for environmental protection using the internet. Next, Professor Yukihiro Goto presented methods for international understanding from the culture of body motion including human movement and the attempt to find methodologies for international understanding from the pace of generalization of ethnic sports with clues from the history of Sepaktakraw (birthplace of South East Asia). In addition, Professor Min Kyun-Fun presented on his actual experience of creating "fire fighting music" for safety education. Professor Kan Oku-Ryo spoke about educational methods and

educational evaluations for classes having foreign students. In particular, although he talked about the superior efficacy of performance and portfolio evaluation to paper testing, this is, as with Professor Min Chun-Shik's presentation on inclusion education, even if the methodology properly evaluates international understanding as well as students with diverse capabilities, an important issue in future education for international understanding research that must be resolved.

The exchange of opinions through questions and answers between presenters and panelists provided significance as an international symposium. However, at the end participants attempted a wide-ranging discussion, and it was exceedingly regrettable that time proved to be insufficient. At the same time, the contents of all presenters and panelists carried profound implications. I would like to profoundly thank all for their contributions. Starting with this session, I hope to see further discussion on educational methods for international understanding take place in all Asian countries in the future. And, as coordinator, I would like to say I hope that this Asian Educational Symposium will be held in Korea and China in the near future.